



QUEENSLAND ACADEMIES | CREATIVE INDUSTRIES

INTUITOR

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creativity • innovation • achievement

From the Principal



Welcome to the foundation edition of our Academy newsletter - "Intuitor". A newsletter is foremost in providing a strong communication link between the activities of

our Academy and the external community. It is a critical element in the life of any school but for QACI its importance becomes more significant in that it will help our community understand the step change in education, which is our vision.

We believe that to best achieve this is to fill the contents of our newsletter with perspectives of student life – their endeavour, experiences and achievements. To this end you will not find uninspiring organisational detail or administrivia from me or from others within its pages. Our aspiration is that the students do the talking as it is truly the higher learning and enrichment opportunities that they experience that will define the feel of this newsletter.

In seeking a name for our newsletter we accessed many sources searching for a word that somehow could capture our purpose. This was a difficult task as there are many dimensions to our vision. The title we have settled on is based on a word that is not recognised in the dictionary as yet, but nor was google some years ago.

An "intuitor" is defined by its inventor as being "a person with a passion for learning and innovating". Words associated with the "intuitor style" are conceptual, original, imaginative, creative, idealistic, intellectually tenacious, sees possibilities. This style is further defined by the other alternative styles within this frame: thinker, sensor and feeler.

John Jose
Principal



"I'm excited at the opportunity to be part of the "connected generation", being able to use contemporary information and communication technologies to discover and create new knowledge and transdisciplinary arts practice. At the Academy, we're focussing on enabling our future with innovative, creative and enterprising new outlooks, through participation in cutting edge research and opportunities for real leadership and governance."

Casey Corless
Year 11 student

Swimming Carnival

By Sonia Lau

Newmarket Swimming Pool, 28 February 2007 - QACI staged its first swimming carnival, with complete success.

There are no words to describe the state of excitement and enthusiasm that the Academy was in on the day of its inaugural swimming carnival. The air was alive with anticipation and chaos stirred as students clambered to get into their house colours. Tutus were made, feathers were glued and makeup was applied. The students closely resembled circus entertainers (a look I believe they were going for). Even the teachers got into the spirit of the day, all of them donning their house colours (red for Matjiin, green for E'veiller and orange for Vivezza) and some even boldly sported brightly coloured makeup. Tribal chants and war cries could be heard all over the hallowed halls of the academy. All of the students' competitive natures arose while the three houses - E'veiller, Matjiin and Vivezza - contemplated winning the day's festivities.

The students piled into the buses at 10:00am, bags and swimming kits in tow, smiles permanently plastered on faces and laughter bursting out in every direction.

When they arrived to the Newmarket Swimming Pool, spirits were high and the students quickly assembled in their house groups. Cheers were made by each house with each cheer louder than the next. We turned many heads as the sounds of E'veiller, Matjiin and Vivezza filled the air.

As for the races, there were the basic races such as the freestyle and the butterfly, but in true creative industry character we slipped a few unconventional activities into the mix. Amongst these were the clothes relay, an event that had something to do with many large



inflated whales, and the heavily anticipated synchronized swimming competition which I must say was well worth the wait.

Students and teachers alike were clearly enjoying themselves, proving that the Academy for Queensland's best and brightest is also the Academy for the fun-loving and the well rounded.

The winners of the day's festivities were Vivezza with E'veiller in second and Matjiin in third.

The swimming carnival was victory for everyone. As Ms. Paula Doyle put it, "It's about going in and having fun and making sure everyone is included". It was definitely not about who the best swimmers were or who won at the end of the day. Mr. John Jose, Principal, explained "People who couldn't swim a length of butterfly to save their lives were still having a go at it." This swimming carnival has definitely set the standard. It was an incredible start to an incredible tradition. If this is any indication to what our future at the academy is going to be like, then it is definitely going to be one heck of a ride!

Eyes Open Theatre

By Jess Brain

A unique movement. A gesture with hidden meaning. A shaped image of bodies.

Combine all these elements in an enchanting act of a Viewpoints composition and you have an example of our Year 10 Theatre Arts assessment task.

Using the nine basic viewpoints of theatre: spatial relationships, architecture, shape, floor pattern, gesture, kinaesthetic response, tempo, duration and repetition, Theatre Arts students have to create a visual representation that will raise awareness of the attitudes, experiences and lifestyles of citizens affected by drought and water shortages.

In order to prepare us for the tasks ahead, we have participated in numerous after-school and in-class activities. These have helped us to delve deeper into the meanings of the Viewpoints, and how to use them affectively in our presentations.

Another assessment, occurring later in the year, is the critical reflection on a number of professional theatre performances. I can confidently say that every Theatre Arts student is looking forward to seeing these performances, which are presented by either La Boite, QUT, Circa or Zen Zen Zo.

These assessment tasks are going to provide an amazing theatrical experience for us all and as Shakespeare once said, "All the world's a stage, the men and woman merely players".

A Day in the Life of the Dean of Studies

By Bec Houterman and Hilary Bauer



This month we decided to look into what the Dean of Studies, Mrs Mackey, actually does.

HB - Mrs Mackey, what brought you to our Academy?

Mrs M - Last year I was offered the position of Project Officer and I began working in this role in September. Mr Jose had just been appointed as Principal, so we began devising the structure and design of QACI.

HB - What was your previous school like?

Mrs M - I worked at Robina State High School. I began there as a foundation teacher in 1996 and was Head of Department in the Arts. Joining the Academy team was a big change but I thought that setting up a new school would offer new challenges.

HB - What do you do as Dean of Studies? What does your typical day include?

Mrs M - My job as Dean of Studies has two main aspects. One is managing curriculum, teacher planning and the Academy's relationships with the International Baccalaureate Organisation. The second aspect is ensuring that everyday life at QACI runs smoothly. This includes organising daily notices, assemblies and assessment schedules. Each day is diverse. I plan everyday but the plan often changes quickly.

HB - Do you have a heavy workload? What other activities do you work on?

Mrs M - My work is sometimes fun but always challenging. At the moment I am planning for students interested in fashion to attend the public programs in the Creative Industries Precinct.

HB - What do you usually enjoy in your spare time?

Mrs M - I love living in Brisbane during the week, but I also look forward to going back to the Gold Coast on the weekends. I do everything that other people like to do. I love artwork, relaxing and of course, living on the coast, I love the beach!



Learning at the Academy ...

Music: Laying the Foundations



The music students have spent the first few weeks of this term working at a foundation level to gain an understanding of the 'tricks of the trade'. They are becoming equipped with the various fundamentals of the IB program, including analysis, solo performance and composition. Students in Year 10 are currently composing two musicals, both twisted, modern day fairytales based on the original stories, Cinderella (now Rockerfella) and Snow White. Each musical consists of 8 songs carrying the story from beginning to end. In the coming weeks, the students will then go into the recording phase and produce the full-length soundtrack on CD. Year 11 music students have been studying the art of orchestration, and have now covered all of the instruments from the strings, brass and woodwind families. Their big project for the rest

of the term is to take the piano score of a favourite song and orchestrate it for symphony orchestra, (similar to the recent Ben Folds project with the Queensland Orchestra). The students will then use Sibelius to publish their scores professionally. Both classes are becoming more proficient with the use of musical language and terminology, and are now engaging in detailed analyses of full scores and recordings.

Kristina Kelman
Music Teacher



Biology: Embracing diverse Technology



In Biology we have been concentrating on the living cell, in both Pre IB and IB classes. We have just received our new bifocal microscopes and have seen osmosis in action in potato cells. Some of our lectures seem as if we are at university and we use lots of technology every lesson. IB Biology has seen us take on more responsibility and we design our own pracs - and even design pracs for the Pre IB students, so we have to make sure they work well. The Pre IB students also have dissected pregnant rats and although it was not to everyone's liking everyone gained lots of information about the physiology of mammals - and the number of babies was incredible. We also liked the models of cell organelles they made, which show how

much you can do with recycled materials and how important models are to our understanding of how things work.

Zara, Linda and Emily
IB Biology Class



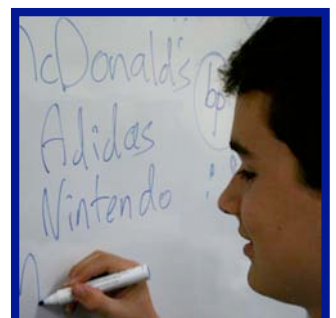
Business & Management: Set to take on Industry

The Year 11 students have started the year with a great deal of energy. They have contacted various companies to help them solve issues with relation to their course content. Students have embraced the challenge and will definitely benefit from the interaction with the community. Students commented, "We learnt how to communicate properly with companies", and "I like that we get to learn by doing. We aren't only learning the theory and reading, we can go out and help in the real world."

In class, both the Year 10 and 11 students have had lively classroom discussions on the topic of marketing and business structures. Advertising is always a hot topic of discussion, after critically analysing some well known commercials. We've looked at the way our needs and wants are shaped by the commercialisation of our society. Students have looked critically at themselves and at the way marketing has shaped their lives.

Finally, the year 10 students have just begun a new project, which incorporates Theatre Arts and Business in a real world situation. They are learning to write a business plan and will implement that plan for a lively theatrical production on the Gold Coast in September.

Carolyn Kuropas
Business Teacher



Queensland Academy for Creative Industries

PO Box 2087
Kelvin Grove
Qld 4059
Australia

Phone: 61 7 35529333
Fax: 61 7 35529300

Intuitor Team

Hilary Bauer, Jess Brain,
Wesley Dennis, Jessica
Gilbert, Cameron Handley,
Bec Houterman, Morgan
Knowles, Sonia Lau, Kathy
Mackey, Hayleigh Sipek,
and Tony Wade

A glimpse into the Information and Research Centre (IRC)

Introducing Jennie Jahnke, Manager Student Wellbeing and Information Services



My role at the Academy is to develop innovative students, who are highly proficient in information research and prepared to enter the global marketplace with skills for a lifetime of independent learning. It is a very exciting time for me as Information and Research Manager as I have the opportunity to build a Library tailored to the International Baccalaureate Curriculum, based on input from the school community. Academy students will be advantaged by the partnership formed with QUT Library, which will enable them to access University level resources onsite at QUT Library both

during the day and on weekends.

One of the major purposes of Information Studies is to integrate the teaching of information skills into the curriculum both developmentally and sequentially. Currently, students in Year 10 are engaging in weekly Information Literacy classes. The focus of these lessons is to help students understand the concept of academic honesty, plagiarism, acknowledging sources, copyright and working in groups. Students and parents can access the course documents and tasks via the Learning Place and their Information Literacy Blackboard course.

Research skills are not the only focus of the IRC. Developing a love of reading and literature is also a key goal. To this end we are already in discussion with the organisers of the Brisbane Writer's Festival to involve our students both as ambassadors and in the workshops offered during the festival.

I am looking forward to the year ahead and to exciting interactions with students as they develop as information literate learners.

Student Wellbeing

The Academy aims to provide very high levels of individual support for students. My role is to coordinate the Care and House systems to provide that support and to liaise with teachers and specialised Academy personnel who will assist students in their needs and wellbeing.

The Care group structure fosters a sense of belonging for each student within a team environment that supports, encourages and celebrates success. Students are enjoying the Vertical Care system where they interact with students from both year levels in a supportive environment. The Care group Coaches will play an integral role in forming meaningful relationships with the students and fostering effective communication and trust with parents. The Care Coach will remain with the students for the three years at the Academy. They are also the first point of contact at the Academy for student/family progress and welfare issues so please do not hesitate to keep in touch and address any concerns early. The House system aims to build a sense of team and to support student welfare and progress needs. The House Coordinators are Eveiller – Mr Carozza, Matjiin – Ms Kelman and Vivezza – Mrs Linthwaite/ Ms Natoli.

The student circle of support in the Academy will be extended by the engagement of specialised personnel. Mrs Katrina Hill has been appointed as Guidance Officer and she is available for student appointment every Wednesday. Mrs Hill has a background in psychology and teaching and has completed postgraduate qualifications in guidance and counselling. I welcome Mrs Hill to the support team.

In the first few weeks of school it has been a pleasure to interact with the new students at the Academy. I look forward to assisting them on the path of care and wellbeing and to the formation of long lasting and meaningful relationships with them.

